

# PIN NEWSLETTER

## Postsecondary International Network Fall 2009 Edition

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2010 PIN Conference – Hawai`i  
April 12-16, 2010

*Leadership in Entrepreneurship:  
Optimizing Local Advantages and New Technology*

Plan to attend the 2010 PIN conference hosted by Maui Community College. The conference will offer an exciting program in a paradise setting.

### **Entrepreneurship**

Building upon 2008's conference hosted by Adam Smith College and 2009's conference on Sustainability hosted by Christchurch Polytechnic IT and Otago Polytechnic and the educational and economic challenges faced by most if not all institutions in all countries, exploring strategies to PIN graduate, program, institutional, and service area self-sufficiency through free/private enterprise development may be useful.

- Track 1: Leadership in Entrepreneurship – PIN institutional role in stimulating students and communities to create and/or strengthen new enterprises
- Track 2: Leveraging Local/ Institutional Comparative Advantages – How can PIN institutions create and add value to student learning and community economies through collaboration
- Track 3: Optimizing Anticipated Broadband Ubiquity – How can telecommunications and distance education technologies more effectively serve our PIN students, institutions, and communities

### **A Bellwether Example and Opportunity**

- PIN Institutional access to award winning and other top Bellwether presentations
- Prospective learning resource for PIN and other international institutions
- Shared revenue potential among the Community College Futures Assembly (USF), PIN Organization, and lead-PIN institution per country or region.

**POSTSECONDARY INTERNATIONAL NETWORK**

**CONFERENCE PROGRAM****Sunday, April 11, 2010**

5:00 PM-6:30 PM PIN Executive Committee Meeting

**Monday, April 12, 2010 - Honolulu, Oahu**

7:30 AM-8:00 AM Registration &amp; Breakfast (Sheraton)

8:00 AM-8:30 AM Opening Welcome - Overview of Agenda

10:00 AM-12:00 PM **Windward Community College - Paliku Theater**2:00 P- 3:30 PM **Bishop Museum - Behind the Scenes Tour and Presentation: Moku'ula Field School - Creating Sustainable Revenue Stream - Student Workforce Training - Institutional Entrepreneurship to Sustainability - Social Equity - Dr. Sue Lebo**

3:30 PM-4:30 PM Discussions: Making the Connections

6:30 PM-8:00 PM Dinner @ Kapi'olani Community College

**Tuesday, April 13, 2010 - Honolulu, Oahu**

8:00 AM-8:30 AM Check-Out (Sheraton)

9:00 AM-10:30 AM **State Capitol Building**

Governor Linda Lingle or Representative - Higher Education Legislator

11:00 AM-12:30 PM **Honolulu Community College - HCC MELE Program (Music & Entertainment Learning Experience)**4:06 PM-4:43 PM **Fly to Maui (Hawaiian Airlines Flight # 544)**

Check-In (Fairmont at Kea Lani)

6:30 PM-8:30 PM Dinner Overlooking Palauea Cultural Preserve

**Wednesday, April 14, 2010 - Maui**

4:00 AM-5:00 AM Travel to Haleakala for Sunrise (Light Breakfast Snack on Bus)

5:00 AM-7:00 AM **Haleakala National Park**

&gt; Telescopes (Institute for Astronomy)

&gt; Engineering Technology

8:00 AM-8:30 AM **College of Tropical Agriculture**8:45 AM-9:15 AM **Waipoli Hydroponic Farm**9:30 AM-11:00 AM **Breakfast and Tour of Tedeschi Winery**

12:00 PM-1:30 PM Lunch and MCC Presentations

1:30 PM-2:30 PM **Tour of Maui Community College**

2:30 PM-4:30 PM Presentations by PIN delegates

7:00 PM Evening and Networking Dinner

**Thursday, April 15, 2010 - Maui**

8:30 AM-11:30 AM Benchmarking: International CEO Leadership - Craig Thomson

12:00 PM-2:00 PM Maui Ocean Center (Lunch and Tour)

2:30 PM-3:00 PM **Moku'ula Project**

&gt; Friends of Moku'ula

&gt; Archaeological Field School - Dr. Janet Six

3:15 PM-5:15 PM Front Street Exploration (Shopping)

5:30 PM-8:45 PM **Old Lahaina Lu'au**

**Friday, April 16, 2010 - Maui**

8:30 AM-11:30 AM Annual PIN Business Meeting (PIN delegates to share college issues and updates)  
 12:30 PM-1:30 PM Lunch (Ma'alaea)  
 1:30 PM-3:00 PM **Maui Ocean Center**  
 4:00 PM-7:00 PM **Trilogy Sunset Dinner Cruise and Whale Watch Closing Session on Boat**

**Saturday, April 17, 2010**

8:30 AM Golf Option  
 4:06 PM Fly back to O'ahu (Hawaiian Airlines Flight #335)

**Conference Registration, Hotel Accommodations and Travel Arrangements**

Cost - (In US dollars)

1. Conference costs
  - Delegate fee **\$1,100 (USD)**
  - Companion fee **\$950 (USD)**

Includes all dinners, ground transportation, inter-island air travel between the islands of O'ahu and Maui.  
 Excludes hotel accommodations.

2. Accommodations - Delegates to make own reservations

Hotel booking and payments can be made directly with the hotels. Please make your reservations as soon as possible as there are a limited number of rooms available.

**OAHU**

**Sheraton Waikiki Resort (Check-in Sunday, April 11, 2010, after 3 p.m. – Check-out, Tuesday, April 13, 2010)**

**Special Conference Hotel Rate - \$170.00**

**Sheraton Waikiki Resort Reservation Deadline - December 31, 2009**

**MAUI**

**Fairmont Kea Lani Maui (Check-in Tuesday, April 13, 2010 – Check-out, Saturday, April 17, 2010).**

**Special Conference Hotel Rate - \$249.00**

**Phone Reservations – (800) 659-4100 or local number (808) 875-4100 (Callers must identify themselves as being with the Postsecondary International Network Conference Group)**

**Online Reservations - TBA**

**Fairmont Kea Lani Maui Reservation Deadline - December 31, 2009**

Check the PIN website ([www.pinnet.org](http://www.pinnet.org)) for registration forms and more detailed conference information.

## A Message from the PIN President

And so for some of us it is a trip into autumn and the early part of an academic year. For others, it is a step into spring with the prospect of summer coming along. Here in Scotland, we have had late sunshine following a damp second half of the summer – and here in Adam Smith we have had an increased enrolment as the new academic year has started. I am sure that this is an experience that many of us have had in the past few weeks (just as colleagues in the southern hemisphere had earlier in the year). The recession is resulting in many more students turning to post-secondary learning. Numbers are up and classes are full.

The depth of the economic recession may vary around the membership but I hope that the underlying and universal message in our work at present is clear to all of our stakeholders. The post-secondary sector is one of the keys to recovery and growth in the future. In our various forms and corporate shapes, we are the institutions that are closest to labour markets and closest to the pressures that changes in these cause in communities. The post secondary sector is critical to the generation of a successful future for our economies and our local and national communities.

Whenever I think about the complex work that we all do as we go about this business, the importance of PIN is re-emphasised for me. We all work very well when we work separately but I am sure that we all operate that much better when we have opportunities to work and learn together. The knowledge and experience that flows around the network is such a valuable asset – particularly in challenging times.

Thanks to all who are busy maintaining and sustaining our network – to those busy preparing for PIN 2010, contributing to the benchmarking work, sharing ideas, supporting colleagues. At Adam Smith, we will shortly be hosting a visit from Coleg Llandrillo – to share experience in Wales and in Scotland and to look in particular at the merger process here at Adam Smith some four years ago. I am sure that other similar contact is going on around the world and that we are all looking forward to the programme that Clyde is putting together as PIN 2010 in Hawaii comes closer. Book early!

Craig Thomson  
PIN President and CEO - Adam Smith College

### Future PIN Conferences

**2011 PIN Conference Location** - Southern Alberta Institute of Technology and Northern Alberta Institute of Technology will co-host the 2011 conference. The conference will be held in Calgary/Edmonton, Alberta. More information will be provided as planning progresses. No dates have been identified but will probably be June or July.

**2012 PIN Conference Location** - Bahrain Polytechnic agreed to host the 2012 conference. More information will be provided as planning progresses. No dates have been identified but will probably be January-March.

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## **PIN Initiative - Leadership Benchmarking**

**Submitted by Craig Thomson, CEO - Adam Smith College  
and John Maddock, CEO - Box Hill Institute**

During the PIN Conference 2008 in Edinburgh one of the conference task groups indentified the need for PIN to sponsor a benchmarking project to identify leadership competencies of presidents/CEO's/principals. The project would review benchmarks that are currently available in each country/province/state and would identify 6-8 common metrics. Craig Thomson, Adam Smith College, volunteered to be the lead institution for the task group benchmarking initiative. There has been significant progress on this initiative during this year. The following is a description of the status of the leadership benchmarking initiative.

### ***PIN Conference 2009 - Queenstown***

Craig Thomson distributed the notes from the three work groups held at Christchurch Polytechnic on Wednesday, April 1, 2009. The work groups assisted in identifying a framework for the benchmarking project. Craig Thomson presented information on the work that he has done in Scotland. It was agreed that the objective of the PIN initiative is to establish a set of core leadership standards (based on mutually recognised skills/behaviours/competences). The scope of the project would include individual institutional leaders (CEOs), individual second tier leaders (deputy CEOs), and leadership teams. The initial priority would be CEO's.

The initial view of the PIN Leadership Capability Profile (LCP) is based on information on job descriptions and capability profiles for chief executive roles of PIN Executive members and on the Scottish Principals' Leadership project. The Scottish project has identified and worked on an integrated measure of leadership style (the Integrated Leadership Measure – ILM72).

The current thinking is that – for benchmarking purposes – the project will bring these together and benchmarking based on:

- a descriptive element – these are the things that the CEO does (PIN LCP)
- an analytical element – these are the ways that she or he does them (ILM72)

The PIN Executive Committee will continue to gather benchmarking information and develop a PIN model.

### ***Executive Committee Conference Call January 2009***

Craig Thomson reported on the progress of the benchmarking project approved at the last PIN meeting. There are three benchmarking strands indentified: Curriculum, Human Resources, and Leadership. Two members of the Adam Smith management team visited Box Hill Institute to collaborate on identifying possible benchmarking initiatives.

In order to move the Leadership strand forward, Craig requested that each Executive Committee member provide a copy of their position description. John Maddock provided a copy of a state-wide list of competencies for educational leaders, as well as his position description. Craig provided a copy of Scotland's competencies for educational leaders. Joe Sertich indicated that there may be competency/benchmarking information in the Chronicle of Higher Education. Clyde Sakamoto will have his staff do a review for national data bases and surveys.

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***Executive Committee Conference Call March 2009*** Work on the Benchmarking Project has benefited from the papers provided by Box Hill Institute, Australia and Central Community College, USA. This has been set alongside documents drawn from the Leadership Development Programme run by Scotland's Colleges and a recent paper "Workplace Coach: Obama Offers Leadership Lessons" provided by Joe Sertich.

The material is being drawn together with the aim of developing a leadership capability framework/model. This is likely to have a number of potential uses:

- self assessment / reflection tool for CEOs;
- review tool for use by Board Chairs with CEOs;
- planning framework for CEOs to organise and prioritise their continuing professional development;
- framework within which CEO competence, capacity and confidence can be assessed; and
- basic profile to assist with CEO recruitment.

***Executive Committee Workshop August 2009 Hosted by Adam Smith College***

Craig Thomson reviewed the work that has been done to date on the PIN Global Benchmarking Project. Work on the Global Benchmarking Project included working papers provided by Scotland's Colleges, Box Hill Institute, Australia and Central Community College, USA.

It was agreed the work on a prototype model building on a three category approach to benchmarking: Scope, Style, and Stamina. This is based on establishing a PIN leadership capability profile (LCP) for scope; an integrated measure of leadership style (ILM); and a measure of the stamina or mental toughness (MT) of leaders.

The model presents these categories as:

SCOPE - these are the things that the CEO does (LCP)

STYLE - these are the ways the CEO does them (ILM)

STAMINA - this reflects the CEO's personal mental toughness in doing them (MT)

The scope, style, and stamina elements were defined, with specific measures identified.

**Next Steps** - John Maddock will work with the Box Hill team to reduce the number of Leadership Capability indicators to ten. The survey instruments will be revised to be consistent with the ten categories.

The PIN Executive Committee members who attended the benchmarking workshop at Adam Smith College will review the SCOPE, STYLE, and STAMINA categories and provide feedback to John Maddock and Craig Thomson.

The work of the PIN Leadership Capability workshop group will be presented to the PIN membership at the 2010 PIN conference in Hawaii. Based on input from the PIN membership the model will be further defined.

Once the model had been defined to a working model, PIN CEO's will participate in the benchmarking process by taking the scope, style, and stamina survey instruments to form an international data base. The data base will assist in defining leadership benchmarks for CEO's.

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## New Members

### James Watt College, Scotland



James Watt College is named after one of the country's most famous inventors. James Watt was a pioneer and innovator who invented powerful new versions of the steam engine, and changed the face of engineering and industry around the world.

The College originally opened as James Watt Memorial College in 1908, which was built with funds donated by another famous Scot, Andrew Carnegie, and still stands in Greenock. Over the years, the changing demands of commerce and industry highlighted the need for a new, purpose built College. Our existing Finnart Campus opened in 1973.

The 1970s witnessed a move away from traditional heavy industries into other areas of commerce and as a result, the college adapted to offer a different education focus. Rising to this challenge, we developed courses for new and emerging business needs and dramatically expanded the student population base, becoming a truly international education provider welcoming students from around the globe.

Four campuses located in the West coast of Scotland, James Watt College offers a diverse range of programmes that allows students to choose the location that suits them.

- **Finnart Campus** - Our main Finnart Campus is located in Greenock, an area of unrivalled natural beauty and heritage, which benefits from its convenient location to the cosmopolitan city of Glasgow.
- **Waterfront Campus** - Also situated in Greenock, the attractive Waterfront Campus is located adjacent to our Halls of Residence.
- **North Ayrshire Campus** - Our newest campus situated in Kilwinning provides state-of-the-art facilities for over 6000 students.
- **Largs Campus** - Students studying at the Scottish School of Sport, Exercise and Outdoor Studies are based at our Largs Campus at the sportsscotland National Centre in Inverclyde.

With four campuses located in the west coast of Scotland, the College offers a diverse range of programmes that allows students to choose the location that suits them. Courses tend to be 'vocational' or work related, with a strong practical element where students gain hands-on experience to take into the workplace, further enhancing job prospects. Flexibility allows students to choose to study part-time, full-time, day-release, through Open Learning, On-line Learning, Evening Class or at one of our Community Learning Centres. Students come from wide ranging and diverse backgrounds, including people who have been away from education for many years, people who have been working and are looking to change the direction of their careers, people with disabilities or learning difficulties, school leavers, adult returners and unemployed people wanting to develop new interests or enhance their employment opportunities.

## Stevenson College Edinburgh, Scotland



Based in the West of Edinburgh, we are one of the largest further education Colleges in Scotland and enrol around 18,000 students a year, of which over 3,000 are full-time (2007/08 academic year).

Stevenson College offers a range of courses from Introductory courses and NQs (National Qualifications) through to HNDs (Higher National Diplomas), BTECs and Degree Foundation. Stevenson has a variety of study modes available from full-time, part-time, day release, evening, e-learning and open learning.

The College also runs a number of vocational programmes as well as European Funded Programmes. In addition, Stevenson works closely with the community to attract more people into learning and provide help for people who need to improve their employability.

### International Students

The College is proud of its international student population and welcomes over 1,000 international students each year onto English Language, Foundation and HNC/HND programmes

### Gender and Disability Equality

Stevenson is proud to become one of just two colleges in Scotland to receive the LGBT Youth Scotland Charter Mark. Awarded by the charity LGBT Youth Scotland, the Mark recognises organisations' high standards of support for young lesbian, gay, bi-sexual and trans-gender individuals. Stevenson College Edinburgh is committed to promoting inclusion and diversity for all staff and students, as noted in the College's Strategic Plan.

Stevenson has also worked hard over the past year to ensure that their Disability Equality Scheme produces real outcomes and practical improvements to the experiences and opportunities of disabled people, both as staff and students.

## News from Coleg Llandrillo Cymru, Wales

These are exciting times for Llandrillo. Over last 6 months we have negotiated a merger, established a new Sixth Form Centre, introduced 2 new areas of curriculum and developed 11 new Foundation Degrees. This has been achieved whilst maintaining a "Grade One" quality profile across all areas of delivery.

### *Merger to Create Larger, Stronger Institution*

The College entered into merger discussions with another local College (Coleg Meirion-Dwyfor) in January 2009 and these talks have progressed well. The two institutions are now set for merger in early 2010, making Llandrillo one of the largest non urban based Colleges in the UK. The merger will enhance opportunities for learners and businesses in North Wales and will strengthen both institutions. Llandrillo will enter into a new area of curriculum as the Coleg Meirion-Dwyfor brings with it a farm and expertise in Land based studies which will include Animal Care, Equine Studies and Forestry.

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***College invests £8m in Marine and Built Environment***


In September staff and students of the Technology department took possession of their new state of the art MBEC (Marine, Built Environment Centre) and £8m investment in new build. As well as providing a first class, industry standard learning

environment the centre has allowed us space and resource to introduce a new curriculum area – Marine Engineering and Boat Building. The Marine curriculum is uncharted waters for Llandrillo so we would welcome hearing from any PIN members who deliver in this curriculum area. The centre has also provided a new purpose built home for the RESCW centre (Renewable Energy and Sustainability Centre for Wales) and enabled us to expand the curriculum portfolio in this sector with 2 new Foundation Degrees in Sustainable Construction and Renewable Energy Technology. These new developments are all in response to new skill demands identified within the local and regional economy.

***Investing in the Young People of Rhyl***

As a result of the closure of two school sixth forms the College has established a new Sixth form centre – the Rhyl Sixth - which will improve the quality and choice of learning opportunity for the young people in Rhyl (an area with high levels of social deprivation). This has been noted as a landmark education project for Wales, leading the way for similar partnerships across Wales. With an investment of £3.6m the students can look forward to moving into a new, purpose built centre for September 2010. We look forward to watching student success rates improve significantly in Rhyl.

***BA (Hons) in Deaf Studies – a first for Wales***

The College has seen its first intake of students onto the newly validated BA and Foundation Degree in Deaf Studies – the first in Wales. Llandrillo has long been the lead provider of Deaf Studies in Wales and is delighted to be able to add the degree programme to its portfolio. This will generate practitioners with the high level skills needed throughout the country.

***New Foundation Degrees Validated***

A busy year for the HE Development team has come to fruition with the addition of 11 new foundation degrees to compliment to existing higher education portfolio: Culinary Arts, Deaf Studies, Library and Information Management, Civil Engineering, Construction, Engineering Manufacture, Electrical & Electronic Engineering, Sustainable Development for Construction, Renewable Energy Technology, Accounting and Finance & Social Care Management

***Institute for Health***

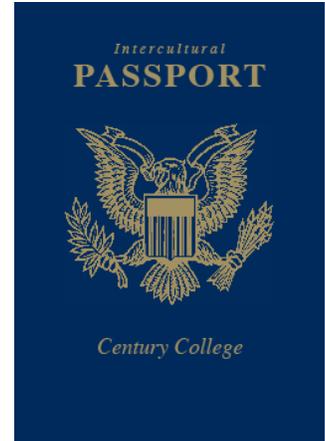
To support the professional needs of the new North Wales National Health Trust (2<sup>nd</sup> largest in the UK) the College is investing £3.5m to develop the Institute for Health. The development will entail a new facility with related refurbishment, new learning resources and an expansion of the Health and

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Care subject expertise. The Institute of Health will support the in service requirements of the profession and provide a high quality training base to meet the needs of the health and care sector.

### **Century College's Intercultural Passport Program Submitted by Larry Litecky, President - Century College**

Century College, a community and technical college in the Twin Cities area of Minnesota, USA recently developed a unique program to improve intercultural understanding. After reviewing the findings of the Intercultural Development Inventory (IDI) given to all employees during spring 2007, the college administration asked the diversity group on campus to create a way of increasing the intercultural competence of all faculty and staff, as well as creating a way of making Century College a more welcoming environment for students and employees from diverse backgrounds. The group created the Intercultural Passport Program and set a goal of having 80% of Century College employees complete Level One (10 hours) by the end of three years.



Each Century employee is given their own Intercultural Passport with their name, department, photo and signature inside. Each time they attend a qualifying passport event they receive a stamp in one of eight categories which include Behavioral Health, Spirituality, Nationality/Ethnicity, Socio-Economic, Gender, Sexual Orientation, Differently Abled, and Other. One stamp is placed in the employee's passport for each hour they attend a workshop, up to 3 stamps. Several employees have chosen to make the Passport Program a part of their professional development plans. In addition to learning new information in these categories, employees can use their stamps to earn incentives.

Keeping in mind that individuals are motivated in different ways, the diversity group met with several departments and received valuable feedback used in determining the incentives. Many employees shared that they didn't need incentives and would be participating in the workshops primarily to learn more about our students and the world. At the same time the College wanted to acknowledge employee commitment to the project.

The program has three levels of completion. Level 1 involves 10 hours of participation in 3 or more categories, Level 2 requires 20 hours in 5 or more categories and Level 3 is completed after 30 hours in 7 or more categories. The incentives range from mugs and door stickers to lunch with the President and a designated parking spot.

The workshops have been presented in a variety of ways. There have been outside speakers, panels, simulations, theatrical performances and an online course. The response from employees has been very positive especially among the non teaching staff. A data base has been created to track participation over the course of the program. For more information:  
[www.centuryseed.project.mnscu.edu](http://www.centuryseed.project.mnscu.edu)

### **Green Credentials Now Available At Canberra Institute of Technology**

There has been an enormous global shift in environmental attitudes over the past two decades. There is renewed focus on environmental responsibilities and management practices both at home and in the workplace. This shift brings with it a whole array of employment opportunities and educational

offerings, including the CIT-developed Diploma of Ecology and Environmental Management, and the Diploma of Sustainability.

With the Diploma of Ecology and Environmental Management, environmentally motivated people could be pursuing their passion as an environmental technician in a field laboratory, an analyst in a research organisation or an environmental officer in a government department in as little as two years.

The CIT Diploma of Sustainability is for people who already have a Diploma or other higher qualifications.

This four-unit course is designed to assist students in gaining a better understanding of how sustainability concepts apply and impact the environmental, economic and social aspects of our lives, with a view to developing strategies for sustainable development.

### **SAIT Polytechnic Update**

The 2009/10 looks to be another busy year for SAIT Polytechnic. In relation to our Baccalaureate Degree initiative, our proposed Bachelor of Business Administration degree has moved all the way through the government's approval process, and is now awaiting final approval from the government Minister in charge of Advanced Education. Our proposed BSc in Internetworking and BSc in Construction Project Management are at varying stages in the approval process.

Our student exchange initiatives continue to grow. We are currently hosting several French students on a semester exchange in the School of Manufacturing and Automation, and will be sending some of our own Manufacturing and Automation students to France in the upcoming winter semester, as part of our new TransAtlantic Exchange Partnership. This partnership involves three Canadian institutions—SAIT, Conestoga College and the University of Waterloo—working with three European institutions (in France, Germany, and the Czech Republic).

This initiative is in addition to our Global Education Network, which is an exchange partnership between SAIT, Box Hill Institute (Melbourne, Australia), the Institute of Technical Education (Singapore), and Kirkwood Community College (Iowa, USA). As part of our Global Education Network activities, we are currently hosting 32 students/faculty on a short-term student tour from Box Hill Institute (BHI) and the Institute of Technical Education (ITE). We also have semester students from SAIT at both BHI and ITE. We are exploring further semester exchange partnerships with these and with other institutions, and are very interested in expanding our range of student exchange opportunities.

In early September, we officially unveiled our plans for the new Trades and Technology Centre. As part of this initiative, our new parkade is nearly finished, and is scheduled to open in mid-October. Following that, the existing parkade will be demolished. Over the summer, we demolished several old buildings and constructed temporary buildings to house the relocated staff and students, all in preparation for construction of the TTC. This construction will begin shortly. It will add approximately 675,000 square feet of new space on campus and will allow us to grow by 3,600 student spaces, which translates into 8,100 more full-time, part-time, and apprentice learners.

Other construction projects not related to the TTC include the opening of the Market Place on September 1. Students in the School of Hospitality and Tourism will prepare all the food products sold in the Market Place, ranging from artisan bread fresh from the oven to handmade SAIT chocolates.

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Students will also be directly involved in managing this facility, which replaces the old Calorie Counter.

WorldSkills 2009 was held in Calgary at the start of September. This event was the largest competitive event held in Calgary since the Winter Olympics twenty years ago. Teams from more than 50 countries called SAIT their home during this event, as SAIT served as the official Competitors' Village. It was truly an amazing experience to see and hear more than 1,100 global visitors moving about campus for that week. SAIT had seven competitors on Team Canada, more than any other Canadian college.

Finally, SAIT recently signed a joint venture agreement with one of the world's largest providers of technical training to the petroleum industry. This agreement will see SAIT delivering petroleum training around the world.

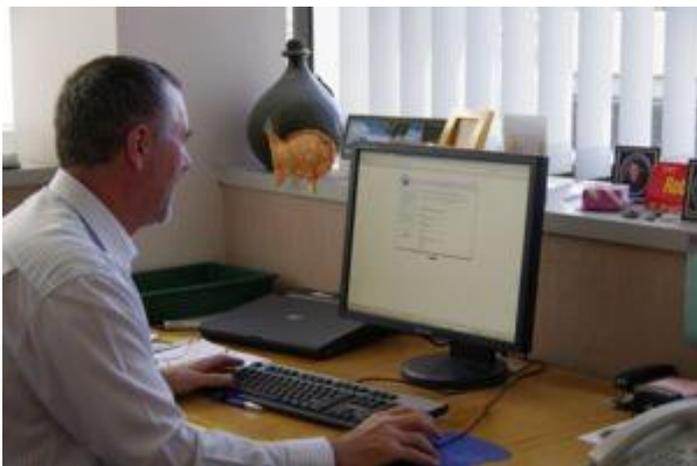
## **Stake Your Claim in Open Education Resource and Contribute To the Future Sustainability of Education**

**Submitted by Robin Day, Chair of the Board of Directors  
and Deputy Chief Executive of Otago Polytechnic**

The Internet provides unique opportunities for educators to access, use, modify, and share educational materials. Open Educational Resources, as these free materials are called, can include full courses, textbooks, streaming videos, exams, software, and any other materials or techniques supporting learning.

Massachusetts Institute of Technology leads the *MIT OpenCourseware* initiative and the British Open University hosts *OpenLearn*. However, it is not easy for smaller institutions to reap the benefits of reducing the costs of provision and participating in global OER networks due to the inertia of getting started. The Open Education Resource (OER) Foundation, a new not-for-profit organisation based at Otago Polytechnic in New Zealand, offers a viable solution for you to stake your claim in OER and derive immediate benefits for your institution while contributing to the global sustainability of education.

Dr Robin Day, Chair of the Board of Directors and Deputy Chief Executive of Otago Polytechnic, recently celebrated the launch of the OER Foundation by signing the Cape Town Open Education declaration (<http://www.capetowndeclaration.org/>). *"In education, we shouldn't lead from behind"*, said Dr Day. *"The OER Foundation is an open collaboration and we invite all education institutions to join us in this exciting endeavour which will produce tangible returns for all involved."* Phil Ker, Chief Executive of Otago Polytechnic says



*"OER is a sustainable and renewable resource. Our strategic commitment to sustainable education was a natural fit for our decision to establish and host the OER Foundation for the benefit of all participating institutions. This decision is already delivering returns, judging by the interest and confirmed investment from international donors and national agencies."*

The OER Foundation is well positioned as a non-profit to play a leadership role in supporting institutions to achieve their objectives through OER and facilitating collaboration across international boundaries. The OER Foundation implements an innovative model based on the principles of mass-collaboration whereby contributing members will derive quantifiable benefits exceeding the nominal cost of active membership. The OER Foundation is the major funder of the WikiEducator – a global online community facilitating the collaborative development of education projects linked with the development of free content. WikiEducator is the world's most productive OER wiki in the formal education sector, and is host to the world's largest free wiki skills training project for education. As a non-profit, all surplus funds will be reinvested back into the development of OERs for adaptation and use in your institutions. The 3-year business plan demonstrates that by 2011 80% of all membership contributions will be reinvested in commissioning the development of courses and open textbooks which you will be free to use, adapt and modify for your own courses.

Athabasca University, Canada's premier online university is a founding member of the Open Education Resource (OER) Foundation. Professor Rory McGreal of Athabasca University is the international representative on the Board of Directors of the OER Foundation. *“In education, we must go forward”*, said Rory McGreal. *“restrictive copyright laws can best be addressed by supporting open and collaborative approaches to the creation of learning content.”*

The OER Foundation subscribes to open philanthropy which means that all planning documents are drafted openly and transparently in WikiEducator and you can help shape the future. The Foundation believes that working together we can achieve far more than working alone. The OER Foundation extends an open invitation to all educators and education institutions around the world to provide feedback and suggestions for improving our strategy ([http://wikieducator.org/WikiEducator:OER\\_Foundation/Strategy](http://wikieducator.org/WikiEducator:OER_Foundation/Strategy)) and operational plans ([http://wikieducator.org/WikiEducator:OER\\_Foundation/Operational\\_plan](http://wikieducator.org/WikiEducator:OER_Foundation/Operational_plan)).

**Illinois Community College Sustainability Network (ICCSN):  
An Evolving Statewide Effort  
Submitted by Jerry Weber, President - College of Lake County**

The Illinois Community College Sustainability Network (ICCSN) is an evolving statewide effort to create sustainability centers at all Illinois community colleges in order to provide campuses and communities with credit and non-credit classes, resource information, and a focal point for sustainability initiatives. The ICCSN began with four pilot colleges and, within one year, now includes all 39 Illinois community college districts and all 48 community colleges.

The mission of the ICCSN is to strengthen Illinois community colleges' capacity to promote and provide energy education and sustainable practices in their districts and across Illinois. As more funds become available, the network of sustainability centers will expand with a goal to have a center at each community college.

The core of the ICCSN is resource sharing through a system of sustainability centers that coordinates and delivers green jobs and energy efficiency training as well as technology solutions brought directly to business and industry and the community. For the new energy economy--the green collar economy--to grow rapidly there must be a trained workforce with educational resources delivered at the community level. Through the structure of the ICCSN, Illinois community colleges are well

positioned to prepare workers for green collar jobs. The Network is a tested resource and provides the most efficient means to rapidly address the new energy economy's need for a green jobs workforce and for the widespread deployment of energy efficiency and conservation.

The potential of the ICCSN model to rapidly accelerate the training and development of the green collar workforce is significant. The ICCSN is not just a collaboration of educators; rather, it is a community college network that partners with business and industry, and serves as a hub for career development and green jobs creation. Each college works closely with business and industry to provide comprehensive resources and education to train the needed green collar workers.

The strength of the Illinois Community College Sustainability Network is the evolution of a network of community colleges whose collaboration far exceeds what each can do alone. By sharing curricula, by touching millions of Illinois homeowners and commercial and industrial businesses, by building on the strengths of the community college system, and by leveraging partnerships with the utility companies and the government, the impact of this project will contribute to a dramatic increase in energy conservation and energy efficiency, and the number of trained green collar workers. The impact of this project will be even greater when the long-term goal of establishing Sustainability Centers at every Illinois community college is actualized. ([www.ILCCSN.org](http://www.ILCCSN.org))

### **IVETA 25<sup>th</sup> Anniversary**

**Submitted by Barbara Herrmann, IVETA Executive Secretariat**

November 18, 2009, the International Vocational Education and Training Association (IVETA) will celebrate its 25<sup>th</sup> anniversary. Activities include a gala reception on Tuesday evening, November 17<sup>th</sup>. Several past IVETA presidents will be in attendance including the person who is responsible for the founding, Joel Magisos, Professor Emeritus from Ohio State University.

The morning following the reception there will be a one day conference, *Using Communication Information Technologies to Deliver TVET, VET, & CTE*. Presenters are attending from the Botswana, China, Finland, India, Liberia, Philippines, and Russia. Other activities include the awards luncheon, the annual IVETA business meeting and a closing reception.

The conference is being held in conjunction with the Association of Career and Technical Education (ACTE) in Nashville, Tennessee. Registration information for the IVETA conference can be found at [www.iveta.org](http://www.iveta.org). Registration for the ACTE conference can be found at [www.acteonline.org](http://www.acteonline.org). Check the IVETA web site for additional information.

### **Durham College Receives Research Funding To Help Students with Disabilities** **College News Release**



*Deborah Tsagris, learning strategist with the Centre for Students with Disabilities (CSD), in the CSD Accessible Lab at Durham College.*

A unique research project now underway at Durham College will bring valuable new insight into how post-secondary schools can develop and deliver services and supports to enhance the potential for success in students with learning disabilities (LD) or attention deficit hyperactivity disorder (ADHD).

The research is being conducted through the Centre for Students with Disabilities and will look at the types of services students do or do not use, how certain services contribute to their success, how they interact with the services, who they go to for assistance, how they engage with professors, potential barriers and more.

"We are excited to be working towards greater opportunities to ensure the success of students with learning disabilities and ADHD," said Deborah Tsagris, a learning strategist with the centre and the project's lead researcher. "Traditionally, student affairs departments have not been able to commit to this type of research, however it will be vitally important in providing data and information that will help us ensure we are meeting the needs of every student on campus."

Among its many services, the Centre for Students with Disabilities helps students with LD and ADHD understand their own unique needs, a key factor in their success. It enhances the post-secondary experience by integrating specific instruction of skills with non-traditionally taught component elements, assistive technology and computer literacy.

An innovative part of one of the services are personal home pages that students develop to communicate their instructional needs, accommodations and disability related information to faculty and other campus staff. The research will allow for web page development on a greater scale.

## **Welding and Industrial Academy Opens at CCC-Grand Island**

### **College News Release**

Ribbon-cutting ceremonies were conducted Sept. 15 for the Welding and Industrial Academy at Central Community College-Grand Island. The goal of the academy is to provide job skills training for high school students planning careers in manufacturing and to provide trained employees for Grand Island-area industries.



Some 30 Grand Island Senior High School students started classes at the academy in August. CCC, the Grand Island Area Chamber of Commerce, the Grand Island Economic Development Corporation and local schools joined forces to develop the academy.

A remodeling project this summer doubled the amount of space available for machine tool and welding training to 15,000 square feet. The number of stations for welding training was increased from 17 to 30. The campus also consolidated equipment for manufacturing training and added two lathes, two mills and a resistance

production welding-spot welder.

The academy provides training in several areas including automated cutting processes, forklift operation, industrial technology, machining, powder coat painting, robotics and welding. In the accompanying photo, Dr. Eric Jones, Grand Island Campus dean of educational services, gives a tour of the Welding and Industrial Academy area to Nebraska State Senator Kate Sullivan. In the inset photo, a student demonstrates one of the new welding stations during the ribbon-cutting open house.

### **Gordon Institute Wins \$7.8 M Federal Building Grant Institute News Release**

The Gordon Institute has won a Federal Government grant of \$7.8 million to expand and enhance its trade training facilities at its East Geelong campus. The grant, under the Training Infrastructure Investment for Tomorrow fund will enable around 120 extra enrolments into high demand areas.

The expansion will also enable the Gordon to offer higher level qualifications, leading students to enhanced pathways into further study at Deakin University.

The Gordon will also be able to offer employers more options to balance their staffing requirements by keeping apprentices on the job when busy while sending them to trade school more frequently during quiet times. The project will create 1100 sqm of new floor area, providing four general purpose classrooms and two computer labs, to meet demand for training in traditional building trades.

A further 2800 sqm of existing workshop space will be refurbished and reconfigured to improve the efficiency and conditions for teaching staff and students, including the installation of a new dust extraction system in the joinery department. Staff offices of some 360 sqm will also be re-located and will be housed in the newly constructed area, with the vacated area to be turned over to a series of flexible learning spaces including small tool workshops.

The additional capacity will help the Gordon provide flexible training options to employers, apprentices and higher level qualification students. Innovative teaching and learning methods to be introduced include project based learning and flexible fast tracked apprenticeship programs.

A 700 sqm outdoor area, used by building students to construct small cabin-type dwellings in a real life simulation will be covered, creating a weather proof work area to enable greater use of the space by year round.

### **Sheridan Institute Deploys First Of Its Kind Emergency Notification System College News Release**

Sheridan Institute of Technology & Advanced Learning today announced the successful deployment of an automated, comprehensive security and safety notification system based on Cisco Unified Communications technology. The system, called SIREN (Sheridan Incident Response and Emergency Notification) is the first of its kind in North America.

Sheridan serves approximately 15,000 full-time students across three campuses located in Oakville and Brampton. SIREN is designed to ensure that, in the event of an emergency or security situation, the college is able to quickly and efficiently assess the situation, speed executive decision-making and notify the Sheridan community.

The ability to collaborate and share information quickly is key to the success of the newly implemented system. By leveraging Sheridan's network infrastructure, the Cisco Unified Application Environment (UAE) and custom applications and integration from UNIS LUMIN, Sheridan is able to effectively and efficiently share information in a number of ways.

In the event of a potential, imminent or actual emergency, the system is activated and students, faculty, staff and visitors in select locations or across all three of Sheridan's campuses will be alerted immediately via:

- Cisco Unified IP Phones: Text-to-speech messages can be sent to the phones located in each office, classroom and throughout the campuses
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This technology solution positions Sheridan as an innovative leader in the adoption of Cisco Unified Communications and Cisco Unified Application Environment technologies. Cisco UAE is a rich portfolio of ready-to-use packaged applications that allows customers to integrate unified communications into other business applications, as well as build custom applications.

## **Pacific Artists Share Their Passion for Art with Christchurch Polytechnic Institute of Technology Students**

### **College News Release**

The Tautai Contemporary Pacific Arts Trust in collaboration with CPIT's School of Art and Design and Te Puna Wanaka, held a series of special Pacific art workshops in July.

Three leading Pacific artists were chosen to tutor students in Tautai Fresh Horizons Workshops. The workshops, designed specifically for senior high school students with Pacific heritage, were held over three days at Te Puna Wanaka and in designated workrooms in the School of Art and Design.

The artists involved included Johnny Penisula, a Samoan sculptor with a passion for working in stone, Kulimoe'anga (Stone) Maka, an award-winning, Tongan-born artist with a Bachelor of Visual Arts, and Victor Rodger, a Samoan/Scottish playwright.

Both Penisula and Maka have their own unique artistic backgrounds for which they have become recognised as leaders in their field. Penisula, for example, is both an experienced teacher and a highly creative, skilled sculptor.

Maka is primarily a painter and uses traditional Pacific arts with the modern western forms of abstraction. During his career he has won numerous awards including the To'utupu Tonga Trust Annual Excellence Award for Art in 2006 and, most recently, the Margaret Stoddart Award in 2008.

Rodger is the first Pacific Writer in Residence at the University of Canterbury. Themes of race relations and identity inspire most of his work. Since 2000 he has been a story liner and is now the dialogue writer for popular New Zealand show, Shortland Street.

The underlying theme for the three-day workshop programme was story-telling, and offered an ideal opportunity for students to work with established Pacific artists who are seen as positive role models and successful members of the Pacific community in New Zealand.

Tim Brown, Tutor and Senior Technician for CPIT's School of Art and Design said workshops such as these, bring prospective students of Pacific Island ancestry in to the School of Art and Design, giving them an opportunity to experience the creative environment at CPIT and to meet staff. "By attending workshops like this at CPIT, students have the opportunity to gain both practical knowledge of materials and creative techniques," says Brown.

### **Stevenson College Edinburgh Hosts First Training Programme for Saudi Delegates** **College News Release**

18 teacher-trainers from the Kingdom of Saudi Arabia spent three weeks in July at Stevenson College Edinburgh on an intensive quality assurance programme sponsored by their government body, the Technical Vocational Training Corporation (TVTC).

During the programme the delegates will study the differences and similarities between the Scottish and Saudi quality systems and will devise and evaluate a strategy for Saudi Colleges.

Brian Lister OBE, Principal and Chief Executive of Stevenson College Edinburgh will share his views with the students on the importance of quality systems. He said: "We are delighted to welcome the delegates from Saudi Arabia to Stevenson College Edinburgh. We have put together a programme specifically geared to their requirements and to share our expertise on quality assurance. We hope this is the first of many visits to the College and look forward to developing a strong working relationship with TVTC over the coming years."

The TVTC was set up by the Saudi government to plan and supervise educational and training programmes due to the Kingdom experiencing a period of rapid development. As a result of the strong support given by the government, TVTC has been able to increase the number of its graduates and to spread technical education and vocational training across the cities and the provinces of the Kingdom.

As part of the quality assurance programme, the delegates are visiting the Scottish Further Education Unit in Stirling and the British Council where they will meet the Regional Adviser in Vocational Education and Training to the Middle East. They also have planned day excursions to St Andrews and Loch Lomond.

SCE works with international partners from all around the world and can provide both certified and tailored courses to meet the needs of its clients. Current partners include students, teachers and other professionals from Spain, China, France, Taiwan and Nigeria.

## Governments of Canada and Alberta Invest in Major Campus Renewal Project at Olds College

Olds College will receive \$5.836 million to upgrade and renew campus facilities in a second round of joint federal-provincial funding through the Knowledge Infrastructure Program (KIP).

“I am pleased to be able to deliver these funds, since Olds College had identified facility renewal as a top priority for its campus going forward,” said Blake Richards, the Member of Parliament for Wild Rose, who joined Olds-Didsbury-Three Hills Member of Legislative Assembly Richard Marz to announce the grants.



“In addition to renewing our riding’s education infrastructure, this funding will also help to create jobs and give our local economy another boost to recover quickly from the global recession,” Richards said.

“I am pleased at the ways in which the governments of Alberta and Canada have worked so closely together recently to address the needs in our post-secondary system,” added Marz. “This investment addresses some critical infrastructure needs at Olds College and poises the college to improve learning environments and facilities for its students.”

(left to right) Richard Marz, Olds-Didsbury-Three Hills MLA; Blake Richards, MP for Wild Rose; Bill Quinney, Chair of Olds College Board of Directors; Dr. Tom Thompson, President of Olds College.

The funds are earmarked for the college’s Facility Renewal and Upgrading Project, which will increase the capacity to train students by creating better learning environments. “This timely grant allows us to implement key components of our current business plan and ensure that our instructional buildings continue to be the fully functional learning centres Olds College is known for,” said Dr. Tom Thompson, President of Olds College.

“This new step in our continued success would not have been possible without the tenacious support of our MP, Blake Richards, and our MLA Richard Marz, who worked in concert with ministries in both the provincial and federal government. Together, they have all enabled Olds College to address many long-standing deferred maintenance issues and projects,” he said.

This marks the second time in two months that Olds College has received funding through KIP – part of the federal government’s two-year, \$2-billion plan to repair and expand research and educational facilities at colleges and universities across Canada. KIP helps funds deferred-maintenance, repairs and expansion projects at post-secondary institutions.

## **Mohawk Breaks Ground On New Centre for Entrepreneurship, Learning & Innovation**

### **College News Release**

Mohawk College started construction this fall on a new centre that will serve as a regional hotbed for innovation and entrepreneurship and a community showcase for environmental sustainability.

Scheduled to open in January 2011, the \$14.5 million Mohawk Centre for Entrepreneurship, Learning & Innovation at the Fennell Campus will include the new Cummings Library and Learning Commons and 10 classrooms, all with the latest in wireless, multi-media technology. Built to LEED (Leadership in Energy and Environmental Design) gold certification, the Centre will feature a two-storey green wall to filter indoor air and a rainwater recycling system. College and community events will be held on new outdoor green space surrounding the three-level Centre, establishing the campus as a social and cultural hub on Hamilton's West Mountain. The Mohawk Centre for Entrepreneurship, Learning & Innovation will face Fennell Avenue, giving the campus a new front door, a new public face and an even higher profile in the city and region. "One of the greenest buildings in our community will serve as a regional hotbed for innovation and entrepreneurship," says Mohawk College President Rob MacIsaac. "We're creating new spaces where students, staff and college partners will collaborate and create, foster a culture of innovation and ignite a spirit of entrepreneurship."

The Mohawk Centre for Entrepreneurship, Learning & Innovation is part of an overall 18-month, \$30 million Fennell Campus Renewal Project. Major renovations throughout Mohawk's largest and oldest campus will result in new, expanded and improved services, including a one-stop Centre for Student Services in the current library a main street running north-south through the heart of the campus, anchored by the Centre for Entrepreneurship, Learning &



and

Innovation. New construction and renovations will allow more people to pursue a college education at Mohawk, with enrolment at the Fennell Campus growing from 7,000 to 9,000 full-time students.

"Investing in our campuses further strengthens Mohawk's role as an engine for job creation and as a catalyst for economic growth, prosperity and social well-being throughout the region," says MacIsaac.

### **Scottish Principals Attend Malawian College Graduation**

Colleges in Scotland have reached a major milestone in their groundbreaking work with their counterparts in Malawi. This week in the country's capital city Lilongwe, 27 Malawian senior college staff graduated from two leadership and management programmes designed by Scotland's Colleges and delivered in Malawi over the past 18 months. The principals of three of Scotland's Colleges joined principals and senior staff from all of Malawi's vocational colleges this week for the graduation ceremony.



Speaking at the ceremony, Dr Craig Thomson praised the commitment of the Malawi college leaders who attended the programmes, “Learning provides the doorway to a successful future for Malawi and the success of Malawi’s vocational colleges is the key to the development of the economy in this country. Successful colleges need leaders who are committed to their own learning and are willing to put in the extra effort required to learn and develop. The graduates from these programmes have proved

Malawi Graduation Ceremony

themselves more than willing to make this commitment and to put in the extra work required.” Thomson was joined at the graduation by a number of senior staff from Scotland’s colleges, including John Burt OBE, Principal of Angus College and Brian Lister OBE, Principal of Stevenson College.

Since its launch a year ago, the capacity building project has seen principals and senior managers from a consortium of colleges in Scotland, led by Adam Smith College under the auspices of Scotland’s Colleges International, work in partnership with colleges in Malawi to deliver training sessions and seminars to principals and senior staff in Malawian colleges.

Dr Craig Thomson, who also chairs Scotland’s Colleges International, commented: “Learning in both directions has emerged from this project in Malawi. Although colleges in Scotland are culturally and economically very different from their Malawian counterparts, there are many similarities in the issues faced by colleges in both countries. I know that principals and senior staff from Scotland who have been involved in the project have learned much from the experience.

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### **PIN Faculty/Staff Exchange-Visit Program**

Applications are currently being taken for the Faculty/Staff Exchange Visit Program. The exchange and visit program is designed to facilitate faculty and staff exchanges and visits among PIN member colleges. The exchanges and visits are designed to enhance the professional development of faculty/staff and to further international understanding of two-year colleges. The colleges are expected to support and facilitate the exchange/visit process. The college and the faculty members develop the exchange or visit to meet their institutional and individual objectives.

PIN will award two \$1,000 (US) stipends to facilitate faculty exchanges and visits to each country for the academic year. It is expected that the college will match the dollar amount of the stipend. The match will be cash or an in-kind contribution.

#### **Process**

1. The Faculty Exchange and Visit Program Application Form should be used.
2. The program criteria must be addressed in the application.
3. The narrative should be no longer than 1000 words.
4. The college president/principal and the faculty/staff member must sign the application form.
5. If there is a need for assistance in identifying a host college, PIN will assist in identifying appropriate host colleges.
6. Faculty Exchange and Visit Program Application are submitted to Executive Director, Bill Warner.
7. The Executive Committee reviews all applications at the annual meeting.
8. The Executive Committee will identify the award recipients.
9. The PIN Executive Director will notify the successful and unsuccessful applicants.
10. The \$1,000 (US) stipend check will be sent to the college president, who will make the award to the faculty/staff member.

Forward your Faculty/Staff Exchange and Visit applications to Bill Warner, Executive Director.

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**PIN Executive Committee**

The current PIN Executive Committee membership includes:

<b>Australia:</b>	John Maddock, Box Hill College (Past PIN President)
<b>Bahrain:</b>	John Scott, Bahrain Polytechnic
<b>Canada:</b>	Irene Lewis, SAIT
	Tom Thompson, Olds College (PIN President Elect)
	Ron Common, Sault College
<b>New Zealand:</b>	Phil Ker, Otago Polytechnic
<b>United Kingdom</b>	Craig Thomson, Adam Smith College (PIN President)
<b>United States:</b>	Clyde Sakamoto, Maui Community College
	Joe Sertich, Sertich Consulting
	Greg Smith, Central Community College
<b>Executive Director:</b>	Bill Warner, US

The role of the Executive Committee is to:

1. Plan and develop objectives and activities for the organization;
2. Initiate policies and implement policies of the Network;
3. Make recommendations regarding annual membership fees;
4. Review, in context, the participation of PIN members and make decisions about continued memberships;
5. Determine the budget for administrative tasks of the organization;
6. Communicate the decisions taken at its meeting to the membership in semi-annual newsletters; and
7. Facilitate the securing of external resources for PIN projects and encourage members to do the same.

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For more information about this Newsletter or PIN contact: Dr. Bill Warner, Executive Director  
E-mail: warne017@umn.edu